

Hendra State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

The Hendra State School Annual Report for 2015 provides parents, staff and the community with comprehensive information about our school. It outlines aspects of our school's progress as it relates to 2015. Data relating to enrolment figures, behavior and curriculum offered at the school, NAPLAN assessments, teacher and student attendance, as well as information on how to access the Mr School website for student achievement is included in the report. The report further outlines the aims of the school community and reflects on the outstanding success of our students.

School progress towards its goals in 2015

2015 School Targets	2015 Result
NAPLAN Targets 100% of Year 3 and Year 5 students achieving at or above the National Minimum standards in; Reading Writing Spelling Grammar & Punctuation Numeracy 40% of Year 5 students achieving in the Upper 2 Bands in Spelling 50% of Year 5 students achieving in the Upper 2 Bands in Reading, Writing, Grammar & Punctuation and Numeracy	100% of Year 3 and Year 5 students achieved at or above National Minimum Standards in; Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. U2 Bands: 33% of Yr 5 students achieved: (Spelling) 60% Yr 5 students achieved: Reading 16% Yr 5 students achieved: Writing 66% Yr 5 students achieved: Grammar & Punctuation 40% Yr 5 students achieved: Numeracy
Australian Curriculum <ul style="list-style-type: none"> Ensure systemic curriculum delivery and align with National curriculum and QCARF (Qld Curriculum and Assessment Framework) Use local and systemic data to inform pedagogical practice Focus on an explicit approach to teaching across all Curriculum areas Focus on improving mechanisms to provide more timely feedback to Students and Parents 	Ongoing
Principal capability Develop instructional leadership with a focus on Workforce Performance	Ongoing
Community Engagement Continue to develop and support productive relationships with the community	Ongoing

Increase school size sufficiently to engage an additional teacher to support an extra class	
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Future outlook

Analysis and discussion of data has led to an explicit improvement agenda being framed around increasing achievement performances in Reading from Prep – Grade 3, specifically reaching Regional targets and standards.

To be actioned:

- **Systematic Curriculum Delivery - Reading Program**
- **Regular data analysis; Case Management**
- **Targeted use of school resources**
- **Teacher Capacity Building**
- **Alignment with school pedagogical framework**
- **Consultation with School Community**

Improvement Plan

Descriptor	Budget	Timeline	Person/s Responsible
Data Analysis / Discussion		Term 1 Weeks 4/ 5	Principal Classroom Teachers
Diagnostic reporting – Individual students PAT R data		Term 1 Week 5	Principal Classroom Teachers
Discussion of data with staff/ Discussion of Improvement Agenda		Week 7	Principal All Teaching Staff
Purchase of two Additional Teacher Aides to assist with Whole School Guided Reading Sessions	\$12, 742		
Creation of a Data Wall to track students with regards to Reading Levels		Week 5 Term 2	Principal
I4S and AIP alignment		Feb 26th	Principal
PD Readings: Beck, McKewen & Kugan Oral Language Collaboration on Reading Lesson Script P-2 Guided Reading Instruction		Ongoing Week 6 with Teaching Staff	
Speech Pathologist to PD staff on Robust Vocab		Wed Wk 8 Term 1	Speech Pathologist
PD all staff on Reading Lesson Script		Term 1 Week 9 (All T/As)	
Purchase school resources: Levelled Readers	\$3870	Term 1	Resource Centre Manager/ Principal
Creation of Whole School Reading Program to inform		Term 2	Principal in consultation with Teaching staff
Creation of Guided Tracking Proforma		End of Term 1	Principal in consultation with Teaching staff
Embed Regular Data meetings; Format, case management/ Data review meetings/ Review teaching strategies		Ongoing	Principal /Teaching staff
Consultation with Community; P & C Meeting/ Letter home to parents - Ongoing		Term 1/ Term 2	Principal
Feedback and Review; Whole school consistency		Ongoing	

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	49	28	21	1	83%
2014	58	32	26	2	92%
2015	55	31	24	2	89%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Hendra State School is a small school based in the Northern Suburbs of Brisbane. With its close proximity to the airport and Central Business District, house prices in the suburb of Hendra have been steadily increasing. A number of developments can be seen within a short distance of the school. The percentage of students from within the Hendra State School enrolment catchment has been steadily rising, including students travelling from as far afield as Castledine. The school is not enrolment managed at this stage.

Hendra has a small percentage of indigenous students in attendance. In addition the school caters for a small number of students with a disability. The parent body consists of professionals such as lawyers, accountants, office managers and workers as well as those parents working in the Horse Racing Industry.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	21	17
Year 4 – Year 7 Primary			23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	5	1
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- Explicit Teaching; I do, We do, You do
- Focus on the development of essential literacy and numeracy skills within a multi-age setting
- Use of Information Communication Technologies to enhance the development of literacy and numeracy skills and engagement of students in becoming life long learners.

Extra curricula activities

Instrumental Music: The School has continued its implementation of the Instrumental Music Outreach Program with over 20% of the school's population involved. Currently we offer Instrumental Music from Year 2.

'Riding to Success': The School has offered riding lessons in conjunction with The Doomben Polo Academy.

School Camp: The Year four, five and six students attended the North Keppel Environmental Education Centre in August 2014. This highly valued camp was met with great enthusiasm by students. The 2016 School Camp will be at Coffs Coast Adventure Centre.

Book Week Character Parade: Students and Staff dress as their favourite Book character.

Languages other than English (L.O.T.E) : Hendra state School has for three years, offered Japanese from Prep to Year 6. This has rapidly become a feature and places Hendra State School as one of the few Queensland Schools offering a Bilingual program from Prep. Our school recognizes that students leaving school in future years will need to be bilingual in order to take full advantage of global realities. The Department of Education has an in-principle goal of providing this capability from 2025.

Literacy Buddies: Students in the upper classes continued their buddy letter program with Corrs, Chambers and Westgarth, a prestige law firm operating in the heart of the city. Students exchanged letters, moderated through ARDOCH, and visited their offices late last year.

Hendra State School continues to take advantage of interschool competitions;

- City Districts Gala Days
- Small School Athletics Day
- Interschool Cross Country: Hendra SS vs Hamilton

A number of students were selected to represent the school in Cross Country and Athletics carnival at the District level.

How Information and Communication Technologies are used to improve learning

The Hendra State School Community is a strong advocate for the integration of Technology into everyday curriculum delivery. The school uses a number of technologies to ensure students are embracing new technologies as part of their everyday learning experiences at Hendra. In addition to the number of desktops and laptops, the school uses interactive data projectors, ipads and Apple TVs to broaden the experience of curriculum delivery to students.

A Wi-Fi network was established and paid for by the school. Ten iPads were purchased to be used across classes. The school community feels strongly that embedding ICTs into the curriculum has the potential to transform learning, especially higher order thinking and increase student engagement.

Social Climate

Hendra State School enjoys very positive and encouraging relationships with the community. The community values education and parents are very supportive of the school's objectives and priorities. Visitors to the school often remark on the community feel of the school. Students are encouraged to take advantage of the many opportunities offered by the school. This includes singing and performing at the Merwee Aged Care Facility throughout the year and participating in a number of school sporting activities. The school continued to commemorate special events such as ANZAC Day and Remembrance Day.

The school employs a Chaplain one and a half days a week. The Chaplains organized lunch time activities for students and participates in lessons supporting a positive school environment with programs such as 'Play is the Way'. 100% of students feel that they are getting a good education and feel safe at this school.

Prep Induction Days occurred towards the end of the school year and were very successful. The induction mornings provided parents and new students an opportunity to participate in normal classroom days. This led to a significant reduction of anxiety for both parents and students, and ensured a smooth transition at the start of 2016.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	88%	100%	92%
this is a good school (S2035)	93%	89%	92%
their child likes being at this school (S2001)	100%	100%	92%
their child feels safe at this school (S2002)	100%	100%	92%
their child's learning needs are being met at this school (S2003)	81%	89%	92%
their child is making good progress at this school (S2004)	80%	89%	92%
teachers at this school expect their child to do his or her best (S2005)	94%	89%	92%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	87%	78%	92%
teachers at this school motivate their child to learn (S2007)	93%	100%	92%
teachers at this school treat students fairly (S2008)	93%	100%	92%
they can talk to their child's teachers about their concerns (S2009)	93%	89%	92%
this school works with them to support their child's learning (S2010)	87%	78%	92%
this school takes parents' opinions seriously (S2011)	93%	78%	92%
student behaviour is well managed at this school (S2012)	93%	100%	83%
this school looks for ways to improve (S2013)	93%	89%	92%
this school is well maintained (S2014)	100%	100%	92%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	100%	93%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	89%	88%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers expect them to do their best (S2039)	100%	94%	100%
their teachers provide them with useful feedback about their school work (S2040)	78%	93%	100%
teachers treat students fairly at their school (S2041)	89%	85%	100%
they can talk to their teachers about their concerns (S2042)	100%	81%	89%
their school takes students' opinions seriously (S2043)	89%	79%	100%
student behaviour is well managed at their school (S2044)	100%	69%	100%
their school looks for ways to improve (S2045)	100%	87%	95%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	93%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	89%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	89%	88%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Hendra State School actively encourages the involvement of parents in their child's education. Hendra State School is fortunate to have an active Parents and Citizen's Association who are constantly looking for ways to value add to education at Hendra State School. We have a number of parent volunteers who assist in classrooms and excursion and who support the various extra-curricular activities at the school.

Students receive written reports twice a year and are offered the opportunity to engage teachers in Parent Teacher Conferences at least twice a year.

Consultation processes regarding adjustments made to assist students with diverse needs and participate fully at school not only occur with parents when required but also with internal and external specialists.

Reducing the school's environmental footprint

Hendra State School makes use of solar panels, and large underground water tanks to reduce the school's environmental footprint. The school ensures key infrastructure and educational tools that require power are turned off by staff and students when not in use. Our school community continues to look for ways to reduce its environmental footprint.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	24,548	107
2013-2014	19,084	0
2014-2015	17,044	33

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

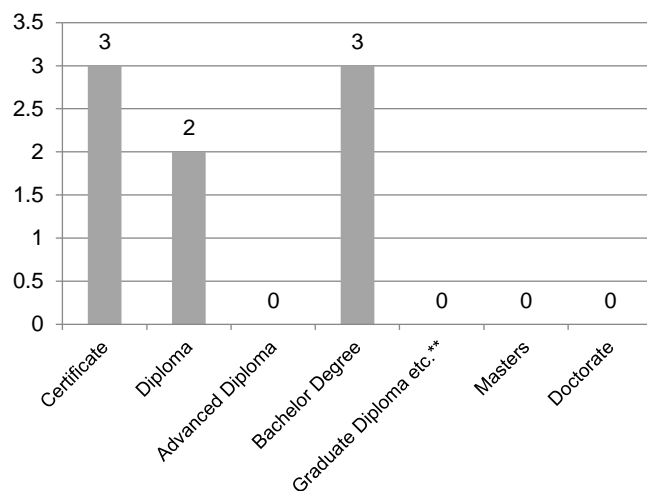
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	8	7	<5
Full-time equivalents	4	3	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	2
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	8



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 14,150.89

The major professional development initiatives are as follows:

- Peer Coaching/ Beginners Mentor Training
- Peer Review Training
- 7 Steps Writing
- Essential Skills
- First Aid
- Age Appropriate Pedagogies
- iPad PD
- Admin/ One School Training; Budgeting

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 65% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

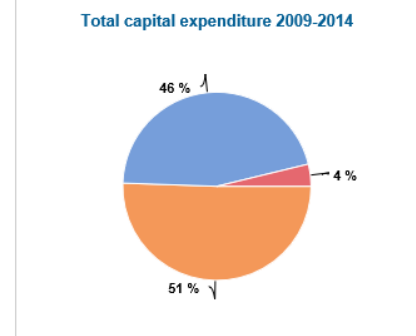
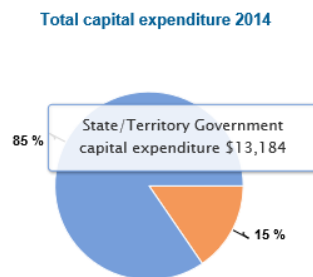
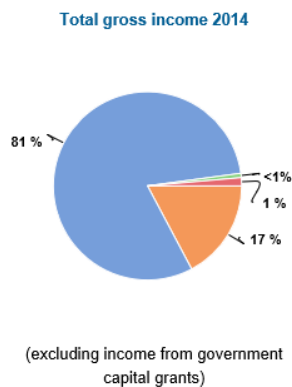
School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

Net recurrent income 2014	\$ Total	\$ Per student
Australian Government recurrent funding	128,493	2,215
State/territory government recurrent funding	600,960	10,361
Fees, charges and parent contributions	5,395	93
Other private sources	10,505	181
Total gross income (excluding income from government capital grants)	745,353	12,851
Less deductions	0	0
Total net recurrent income	745,353	12,851

Capital expenditure 2014	\$ Total	\$ Total 2009-2014
Australian Government capital expenditure	2,407	533,706
State/territory government capital expenditure	13,184	482,224
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	40,000
Total capital expenditure	15,591	1,055,930



Percentages are rounded and may not add to 100%.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	98%	93%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

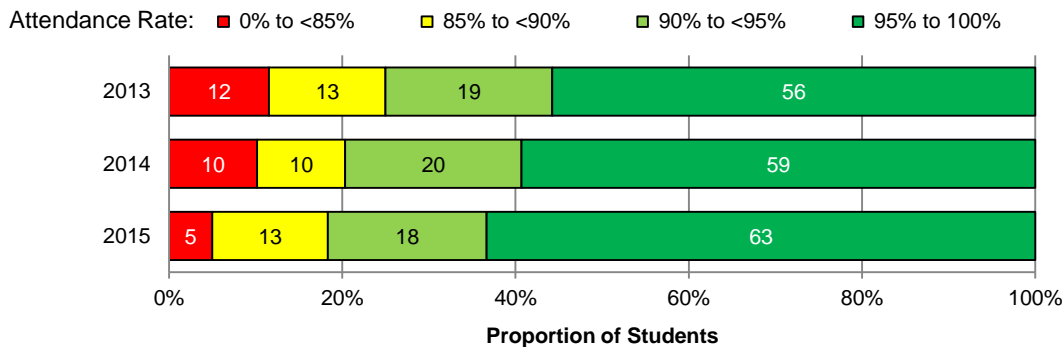
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	93%	90%	96%	90%	95%	94%	96%					
2014	94%	96%	96%	93%	95%	90%	93%	95%					
2015	97%	89%	96%	95%	92%	95%	97%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

All classroom rolls are marked twice a day; morning and afternoon. Data is entered onto One School. Families with students absent for more than two days are contacted by the school in order to determine the cause of absence. This practice is mandatory in our school. It is a requirement that all student absences are explained by a note in person or by telephone by the parent/caregiver.

The school uses proactive strategies to increase student attendance, including:

- Reporting attendance statistics to the school community
- Rewarding students with 100% attendance with playground time rewards.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.